

East Wake Academy
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2019-2022

Approved by local Board of Education on: 10-JUL-19
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East Wake Academy has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and relate to the categories related to NC's AIG legislation, Article 9B (N. C. G. S. 115C-150.5). These best practices help to clarify the standard, describe what an LEA should have in place, and guide LEAs to improve their programs.

As LEAs continue to transform their AIG Programs and align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2019-2022. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2019-2022, East Wake Academy local AIG plan is as follows:

East Wake Academy Vision for local AIG program: Our vision at East Wake Academy Charter is to provide a diverse and rigorous academic curriculum in a nurturing environment, meeting social and academic needs of gifted students, while empowering them with state of the art learning to successfully engage in a 21st century global world. We are committed to providing students with educational alternatives that teach, challenge, and expand their knowledge while simultaneously guiding them in developing their full potential.

Sources of funding for local AIG program (as of 2019)

State Funding	Local Funding	Grant Funding	Other Funding
\$0.00	\$0.00	\$0.00	\$0.00

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Standard 1: Student Identification

The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.

Practice A

Develops screening and referral processes that lead to AIG identification at all grade levels.

District Response: Screening instruments used are:

Parent, teacher, and other school personnel recommendations

Aptitude tests and achievement testing

North Carolina EOG and EOC Scores

Documented evidence of the need for differentiated services that are one or more grade levels above the current grade.

Referral processes that lead to AIG Identification:

Establish a School-Based AIG Team which will consist of an AIG Coordinator, LEA Representative, and 2 teachers from each respective house: elementary, middle, and high. All teachers who serve on the AIG Team must possess an AIG License.

The AIG Program accepts nominations for students in grades three through eighth at any time from any stakeholder.

The School-Based AIG Team (SBT) will review all third through eighth-grade nominations after the first nine weeks. Teachers will review all students who achieve 90th percentile or higher on End of Grade Tests.

The SBT reviews students who transfer with AIG Identification after four to six weeks of school attendance.

For students in grades 9-12, The SBT accepts nominations and follows the grades 3-8 as outlined with adjustments on timelines based on semester classes.

Practice B

Establishes a process and criteria for AIG student identification at all grade levels that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

District Response:

A student may be identified as Academically and Intellectually Gifted (AIG) in an area if:

Criteria 1:

Cognitive/Aptitude: A student must have an Standard Age Score (SAS) of 124 in math and/or reading or composite on CogAT.

Criteria 2:

CogAT subtests

End of Grade Tests in which the student has achieved in the 90th percentile or higher

Criteria 3:

Parent checklist

Teacher checklist

Academic grades in ELA and mathematics

The also considers student interest and motivation through the observations. Observation(s) should indicate the student exhibits gifted characteristics a majority of the time.

A student may be identified as Academically Gifted (AG) in an area if:

The student does not meet criteria for academically and intellectually gifted,

AND -Student achievement scores indicate a trend of qualifying scores,

AND -Other indicators, except aptitude, reflect a need on the Summary of Eligibility and Options.

A student may be identified as Intellectually Gifted (IG) if -

The student does not meet criteria for academically and intellectually gifted,

AND -Student composite aptitude score indicates the student is at the 97th percentile or higher,

AND -Other indicators, except achievement, reflect a need on the Summary of Eligibility and Options.

Practice C

Ensures AIG screening, referral, and identification procedures respond to under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

District Response:

East Wake Academy will:

Administer a broad sweep aptitude test with all populations in third grade. From this screener, the AIG Coordinator will disaggregate data to determine a potential screening pool. Classroom teachers are informed of the use of multiple criteria and characteristics of gifted students within culturally diverse groups. The School-Based AIG Team will determine which students should move to referral.

Have teachers implement instructional strategies to students whose data demonstrate the need for them to be able to show their strengths.

Provide professional development to expand understanding of giftedness and address misconceptions about various sub-groups.

Practice D

Implements screening, referral, and identification processes consistently within the LEA.

District Response:

East Wake Academy will:

Establish a School-Based AIG Team which will consist of an AIG Coordinator, LEA Representative, and 2 teachers from each respective house: elementary, middle, and high. All teachers who serve on the AIG Team must possess an AIG License.

Establish staff development training for all School-Based AIG Team Members.

Train new teachers in the best practices of screening and identification for consistency of implementation at the beginning of the year, PLC Meetings, and an early release Professional Development Day.

Have administrators and the AIG Coordinator attend leadership meetings to share AIG Identification information.

Practice E

Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/ families, students, and the community-at-large.

District Response:

East Wake Academy will:

Continue to maintain the AIG Webpage embedded in the EWA homepage.

Host an interest meeting in September of each school year so parents and the community can learn about AIG Services.

Update and continue to use the AIG Program Brochure.

Have teachers Inform parents of the differentiation strategies used at the beginning of the school year in grades 4-8.

Have teachers inform parents of differentiation opportunities that they have provided within their classes with specific examples during the year.

Translate all written materials into students' native language.

Practice F

Documents a student's AIG identification process and evidence which leads to an identification decision. This documentation is reviewed with parents/families and maintained in student records.

District Response: School personnel gathers the following information on the candidate: grades in English Language Arts and mathematics, performance data, parent and teacher checklists, and standardized testing history (if applicable).

The SBT reviews the information gathered and makes a recommendation to refer or not to refer.

The AIG Coordinator will meet with school staff to share the process for identification and development of the Differentiated Education Plan (DEP) which outlines services. Teachers review and develop appropriate DEPs for AIG identified students.

The AIG Coordinator files information for candidates not referred for one year.

The SBT informs parents and teachers of decisions of all candidates.

Maintain documentation in placement folders in the schools' records room.

Ideas for Strengthen the Standard: Section E: Add an FAQ section on the AIG Webpage to address potential questions regarding AIG Identification Process and Services.

Section B: East Wake Academy needs to employ more assessment instruments and nontraditional measures that will ensure equal consideration for traditionally under-represented AIG populations.

The SBT will also research and review impact for K-2 identification when presented with supporting data possibilities.

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Sources of Evidence: Website

Site Review Team Records

Beginning of year meeting agenda/presentation

SBT agendas

Teacher sign-in roster for proof of attending professional development

Copy of AIG Plan

Parent Communications

Student folders with documentation

Copy of student/parent rights

Copy of appeals process for parents

Standard 2: Comprehensive Programming within a Total School Community

The LEA provides an array of K-12 programs and services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners.

Practice A

Delivers an AIG program with comprehensive services that address the needs of gifted learners across all grade levels and learning environments. These services are aligned to a student's AIG identification.

District Response:

There is not a pull-out program for AIG Services here at EWA. Classroom teachers integrate their services into the instructional day.

The following instructional practices are used which focus on rigor, relationships, and relevance:

- using critical thinking skills
- curriculum units using Universal Design
- learning styles and multiple intelligences considered when creating lesson plans
- algebraic thinking
- Bloom's Taxonomy
- hands on science and math
- tiered lessons
- learning contracts
- independent study
- project based and personalized learning

Practice B

Integrates and connects AIG services with the total instructional program and resources of the LEA in policy and practice.

District Response: East Wake Academy will:

Communicate and collaborate with all grade level teams to make sure enrichment activities are aligned to the total instructional program.

Develop a task force to create policies when serving twice exceptional children (EC Teacher from each house, AIG Coordinator, and certified teachers).

Have a common place to store resources and materials that are accessible to all teachers who work with gifted students.

Practice C

Develops procedures for intentional, flexible grouping practices to facilitate the achievement and

growth of AIG and other students with advanced learning needs.

District Response:

The teachers will determine if students in grades 6-8 go into an advanced class for ELA and mathematics by using the following criteria:

Final score of i-Ready Diagnostic for ELA and mathematics

EOG Scores of ELA and mathematics in the 95th percentile or higher

CogAT SAS Score of 124

Students in grades 3-5 will be grouped in the same homeroom classes with a teacher who possesses an AIG License, so enrichment can be integrated throughout each instructional day.

Students will also receive enrichment during the school's "Eagle Time" which either provides intervention or enrichment for 30 minutes each day. During Eagle Time, students will read advanced novels and complete project-based learning projects.

Practice D

Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.

District Response:

There will be a common Google Slide Presentation that is used for sharing about AIG programs and services. Teachers and other school personnel will have access to this.

Instructional services and programs for gifted learners will be discussed quarterly at all PLC and SBT Meetings.

Teachers will use the FAQ Guide on the website to refer to if they have any questions about gifted services.

The AIG Coordinator will present to the board at least two times a year to be able to speak about AIG, services offered, or concerns.

The AIG Coordinator would also be a part of any curriculum, policy, or finance meetings.

Practice E

Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.

District Response:

Provide notification of student services to instructional staff at beginning of year through a meeting and forms indicating what area(s) of eligibility students will be served.

Quarterly School Based Team meetings will be scheduled to discuss services.

Student data will be housed in cumulative folders, and the following will be included in those folders: how the student was identified, how the student is currently identified, and how the services should change in the next grade span.

There will be an annual meeting with parents to discuss each student's services.

Practice F

Addresses the social and emotional needs of AIG students through collaboration among school counseling personnel, regular education teachers, AIG specialists, and others.

District Response:

Teachers, guidance counselors, and social workers are trained on how to deal with special problems issues pertaining to the gifted learner, such as:

underachieving students

twice-exceptional students

students from diverse populations

intellectually gifted students

Core Behavior Committees have been formed to help implement a social and emotional program into each house: elementary, middle, and high school. Once this program has been established, any training that needs to be done will be provided for all staff.

Practice G

Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration.

District Response:

Students in grades 6-8 have the opportunity to be placed in advanced math and ELA Classes. In these classrooms, there is acceleration and standards are compacted. For example, in math, all sixth grade and half of seventh grade standards are taught.

In grades 3-5, students are given enrichment in the area(s) of eligibility (either reading or math). Teachers are asked to give three assignments each quarter that offer enrichment. Students in grades 3 & 4 receive enrichment with a teacher during Eagle Time (5 times a week for 30 minutes).

Practice H

Implements intentional strategies to broaden access to advanced learning opportunities for under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional. These strategies may include talent development efforts.

District Response:

-Gather feedback directly from students of under-represented populations to discuss service options outside of traditional services that are needed.

-Elementary Mathematics

EWA has implemented Engage NY as a core curriculum program in grades K-5. This research-based

curriculum provides extensions and enrichments in addition to appropriate, conceptual development across mathematical domains. EWA personnel will continue to support this implementation and determine appropriate resources and professional development to address needs for higher ability and gifted math learners.

-High School Honors Courses

Teachers implement honors level curricula which vary from standard level classes through content, process, and/or product modification based on readiness, interest, and learning profiles.

Practice I

Encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.

District Response:

The following are elementary after-school clubs that are offered:

Ukelele

Geek Gang (robotics and coding)

Book Club

STEM/STEAM (building a Soap Box Derby Car & traveling to participate in The Gravity Games)

Safety Patrol

The following are examples of middle school after-school clubs that are offered:

Student Council

COLE (Battle of the Books for Charter Schools)

Sports (soccer, basketball, baseball, volleyball, softball, cross country, golf, cheerleading)

Dance

Diversity

Orchestra

FBLA (Future Business Leaders of America)

STEM

Safety Patrol

Diversity

3. The following are examples of high school clubs that are offered:

Future Business Leaders of America

National Honor Society

Student Council

Green

Clogging Team

Glee

Art

Spanish

Future Investigators of America

Gaming

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Sports (soccer, basketball, baseball, volleyball, softball, cross country, golf, cheerleading)
NC Gravity Games is an opportunity that students in fourth grade and middle school can attend after building a Soap Box Derby Car.
Project Based & Personalized Learning Activities in middle school that allow students to research topics of their choice.

Ideas for Strengthen the Standard: --provide a smoother transition for those 8th graders moving to high school by having transition meetings between the Middle Academy and High School
--site visits to other schools to see how AIG is implemented in grades K-5.
--implementation of a math program for grades 6-8
--become more consistent across district distributing information about Duke TIP, Governor's School, Summer Ventures, and other such programs

Sources of Evidence: Unit lessons

DEPs

Learning contracts, tiered assignments, project based & personalized learning rubrics

CogAT

PLT (Professional Learning Team) Minutes

mClass/Dibels

i-Ready Diagnostic

K-2 Assessments

Professional Development agendas, Google Slides, and rosters

Formative and Summative Assessments

Benchmark Testing

Standard 3: Differentiated Curriculum and Instruction

The LEA employs challenging, rigorous, and relevant curriculum and instruction K-12 to accommodate a range of academic, intellectual, social, and emotional needs of gifted learners.

Practice A

Adapts the NC Standard Course of Study (SCOS) K-12 to address a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate through the use of differentiation strategies, including enrichment, extension, and acceleration.

District Response:

Teachers of AIG students share "Best Practices" throughout the year through district Professional Learning Community (PLC) opportunities in selected content areas.

Administrators purposefully place AIG and potentially gifted students in appropriate learning environments which provide acceleration and growth opportunities within advanced content. The Director of Innovation and Teacher Development offers training to support personalized learning and relevant and innovative classroom instruction.

EWA currently addresses gifted curricula using the following resources: Teacher developed tiered assignments, curriculum compacting assignments, and independent study units which include strategies such as:

- Literature Circles
- Problem-based Learning
- Personalized Learning
- In-class/Across-grade flexible grouping (student movement based upon current data to encourage development of potential)

Grades K-2

Primary Education Thinking Skills (PETS) and research-based gifted curriculum models

Grades 3-5

- Identification of AIG potential through aptitude and achievement tests (Grade 3)
- Cluster grouping for identified students
- Project-Based Learning implementation (initial phases)

Grades 6-8

- Advanced math sequence in middle school
- Advanced language arts sequence in middle school
- In-class/Across-grade flexible grouping - Project-Based Learning implementation (initial phases)

Grades 9-12

- Honors classes

- Advanced placement classes
- Project-Based Learning implementation (initial phases)
- Distance learning

Practice B

Employs diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles, to address a range of learning needs at all grade levels.

District Response: EWA established clear guidelines and expectations for teachers who provide direct services to gifted learners. These instructional strategies currently implemented with high ability and gifted learners include, but are not limited to:

- Tiered assignments
- Curriculum compacting
- Independent studies
- Levels of Questioning

Practice C

Incorporates a variety of evidence-based resources that enhance student learning.

District Response: Instructional techniques will be enhanced through the use of current research models including Universal Design for Instruction, Bloom's Taxonomy, and Multiple Intelligences. Also, the following will be used during the instructional day:

- Critical Thinking Skills
- Learning Styles and Multiple Intelligences
- Algebraic Thinking
- Curriculum Units

Practice D

Fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, and leadership.

District Response: Teachers implement strategies that allow students to work in collaborative groups, teaming together in problem-based learning situations.

Students will engage in learning tasks which foster 21st century skills at more advanced levels. EWA's Director of Innovation works cohesively to ensure teachers are aware of the digital learning competencies.

Practice E

Uses on-going assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

District Response: The AIG Coordinator will work with the grade level teams in our school to support the analysis of ongoing students' assessment data and to formulate effective assessments that encourage learning opportunities which reinforce, develop, and challenge students' thinking.

End of grade/course assessments, district benchmarks, and common assessment data provide teachers with student and class feedback in both reading and math. Teachers can chart student growth to help shape future instructional planning.

Teachers will work with the AIG Coordinator to analyze benchmark assessment scores, end of grade results, common assessments, and other universal screeners. Ongoing assessments continue to provide critical information on student performance, program effectiveness, and instructional design.

Practice F

Addresses the social and emotional needs of AIG students through affective curricular and instructional practices.

District Response: Gifted personnel provide information concerning the social and emotional needs of gifted learners and created professional development for school counselors. Program personnel provide similar information to parents and gifted learners through brochures, websites, and other media. Through a collaborative effort between the gifted education program and other educators, EWA trains regular education teachers and counselors in appropriate practices to encourage affective development of gifted learners. This training includes information and resources on how to deal with special problems and issues pertaining to the gifted learner, including -subject or grade accelerated students, -underachieving; underperforming students, -twice exceptional students, -students from diverse populations, and -intellectually gifted students.

Counselors also meet the needs of gifted students by assisting them with:

- Course selections
- Grade transitions
- College applications
- Career planning
- Scholarships
- Enrichment opportunities

Practice G

Cultivates and develops the potential of young (K-3) students through purposeful and intentional differentiated curriculum and instruction.

District Response: Students in grades K-3 receive enrichment and acceleration opportunities as

indicated by performance on informal assessments and determined by grade level Professional Learning Communities (PLCs) at each school. In order to recognize gifted potential, schools utilize Primary Education Thinking Skills (PETS) to provide opportunities for students demonstrating critical and creative thinking at the highest levels to work together. All students in K-3 have an opportunity to participate in using resources supplied by the district. EWA offers professional development in implementing a nurturing program in K-3 classrooms. Teachers provide rosters of K-3 students who are participating in the nurturing program (PETS). EWA supports the development of appropriate K-2 curriculum utilizing research-based, gifted education curriculum models that will extend the PETS program. Students who demonstrate additional need, participate in small groups and/or individual activities to enhance thinking skills further. Using PETS data and classroom observation of student performance, teachers form flexible groups.

These small groups can be pulled during Eagle Time in which intervention or enrichment occurs.

Practice H

Develops and implements differentiated curriculum and instruction through collaboration among regular education teachers, AIG personnel, and other related instructional staff.

District Response: The gifted program:

- Provides online opportunities for district Professional Learning Community (PLC) and collaboration
- Works with AIG Coordinator to compact curricula standards that allows for middle school students to enroll in high school course(s)
- Works with School Based Team to determine class placement criteria

Practice I

Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/families to ensure effective programming, provide a continuum of services, and support school transitions.

District Response: EWA serves students who demonstrate a need for a differentiated learning environment: Grades K-5 (approved cluster/subject grouping), Grades 6-8 (Advanced Language Arts or Advanced Mathematics sequences), and Grades 9-12 (Honors or Advanced Placement Courses) based upon the criteria established through this plan and district procedures. Teacher-developed Differentiated Education Plans (DEPs) for identified students indicate learning environment and instructional service options appropriate for their indicated academic needs. DEPs indicate the research-based instructional strategies used with AIG identified students. Parents meet with teachers and students to discuss the development of the DEPs and how instruction will change to meet academic needs. Teachers outline their responsibilities, along with the roles of students and parents in the educational process. Teachers maintain documentation of each instructional strategy utilized and maintain samples of students' work indicative of the students' academic abilities. During the year, teachers constantly update students regarding progress and performance. However, they must also update parents on their students progress on gifted expectations. Teachers evaluate these DEPs annually to ensure continuation of appropriate academic services within the gifted program. Teachers implement the DEP as written with changes approved through the School Based Team as needed.

Such changes involve all stakeholders including students and parents.

Ideas for Strengthen the Standard: -additional courses in middle school

- adding STEM/STEAM components in middle and high school
- As teachers implement personalized and problem-based learning, teachers will meet students' individual academic needs.
- implement walkthroughs consistently with purpose
- explore resources compatible with available technology applications
- Rigor and relevance of gifted services should challenge gifted learners in all instances and challenge students by modifying the content, process, product, and learning environment. While some teachers use strategies that address abilities, readiness, interest, and learning profiles, EWA recognizes inconsistencies across the school with implementation of research-based differentiation strategies for gifted learners. EWA's initiative of personalized learning aligns with the need for consistency.

Sources of Evidence: -Elementary, Middle, and High Schools AIG services/placement fidelity checks

- Elementary, Middle, and High Schools AIG Services DEP checks
- PLC agendas/rosters
- Teacher-developed tiered assignments, curriculum compacting assignments, and independent study units
- Primary Education Thinking Skills Professional Development rosters
- Primary Education Thinking Skills Behavioral Checklists
- Primary Education Thinking Skills Small Group Checklists
- Baseline data of students identified gifted following PETS implementation
- Annual evaluation to administrators, teachers, and random samples of AIG-identified students and parents
- AIG Service Reviews document advanced content and research-based learning opportunities, including but not limited to, tiered assignments, curriculum compacting, independent study, and Parallel Curriculum

Standard 4: Personnel and Professional Development

The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the needs of gifted learners that is on-going and comprehensive.

Practice A

Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.

District Response:

- Establishes clear, equitable, and comprehensive student identification procedures for gifted screening, referrals, and identification
- Ensures consistency in program implementation
- Maintains the documentation of School Based Team Decisions
- Oversees processes for Differentiated Education Plans and annual reviews
- Provides curricula resources to appropriately challenge and serve gifted learners and students with gifted potential
- Provides support to personnel overseeing the delivery and planning of AIG instruction
- Encourages and supports the use of 21st Century content and resources
- Monitors the credentials of teachers of AIG students
- Oversees accelerative instructional and placement options within the schools
- Encourages extra-curricular programs, competitions, and contests
- Coordinates communication with all AIG stakeholders including the AIG School Based Team, publications, and any paperwork regarding AIG program and services
- Evaluates, refines, and informs AIG stakeholders of all aspects of AIG programming including a written plan, services fidelity, state funding, program evaluation, data collection and dissemination, and rights of AIG stakeholders
- Participates actively in area meetings, professional development opportunities, and other state initiatives to support gifted programs

Practice B

Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of gifted learners.

District Response: -Provides feedback for teachers in regards to enrichment opportunities/lesson plans

- Serves as a member and maintains records for the School Based Team who oversees identification and placement decisions regarding gifted identification
- Supports AIG programming by educating staff on the processes, procedures, and protocols in gifted education
- Works with school personnel and data information services to complete fidelity checks related to program services, teacher credentials, and required communications
- Manages tasks related to fidelity checks

- Provides parent letters and DEPs
- Assists in reviewing students and school data and program evaluation data
- Assists in the development of processes related to screening, referral, identification, and placement of gifted students
- Meets with PLC's at schools upon request to assist in implementing strategies for AIG students
- Organizes testing procedures for school personnel to test for appropriate student services - Distributes materials and resources to school
- Participates in AIG In-House Audit
- Helps redesign professional development for various gifted programming, such as, but not limited to PETS to support system structures
- Provides training or assistance to teachers who teach gifted students.

Practice C

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, special education teachers, counselors, and school administrators.

District Response: Professional Development Topics for Classroom Teachers -Instructional Practices

- Characteristics of Bright and Gifted Learners
 - Primary Education Thinking Skills (PETS)
- Professional Development Topics for Counselors
- Social and emotional needs
 - Issues in gifted education

AIG Procedures, Processes, and Protocol Topics

- Differentiated Education Plan (DEP) implementation
- Screening, nomination, and referral processes
- Evaluation
- Service/Annual reviews
- Transition guidelines
- Scheduling and placement options
- Advanced content protocols

Provide professional development for classroom teachers who provide instruction to AIG learners at elementary, middle, and high school levels. This instruction consists of online modules, face-to-face instruction, classroom visits, and lesson planning/coaching components.

Topics include the following:

- Professionalism and Advocacy (History, Legislation) -Characteristics (Development and Issues)
- Identification (Assessment, Multiple Criteria)
- Learning Environments (Physical, Social, Questioning) -Instruction (Methods/Models)

Practice D

Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.

District Response:

Teachers who work with gifted learners in the following settings must possess AIG licensure:

- Elementary English/Language Arts teachers
- Elementary mathematics teachers
- Middle school English/Language Arts teachers
- Middle school mathematics teachers
- High school core area honors teachers

Teachers may obtain licensure by taking the Gifted Education Praxis Test (5358) and obtaining a passing score of at least 157 (as set by the state of NC). Documentation of scores must be shown. Administrators sign documentation that students are appropriately placed with AIG credentialed teachers.

All elementary and middle school identified students and students with high performance data must receive services with a credentialed teacher, even if services are delivered in a regular classroom environment. High school administrators place AIG-identified students in honors courses with teachers who have earned credentials.

In the event that a beginning teacher must be assigned to teach gifted students, he/she must obtain AIG Licensure within the school year.

Practice E

Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education.

District Response: EWA's AIG program supports the school's initiatives which includes: relationships, relevance, and rigor. The AIG Program supports these initiatives by providing AIG professional development to teachers who provide services to gifted students.

Practice F

Provides opportunities for AIG specialists and other teachers to plan, implement, and refine applications of their professional development learning.

District Response: Teachers have opportunities to apply what they have learned in professional development.

Teachers have a daily planning time during the instructional day in which they can collaborate and plan lessons to help meet the needs of gifted learners.

7/15/2019

Ideas for Strengthen the Standard: C: Being more transparent with parents about the process so AIG students have maximum opportunity for growth.

E: Provide more opportunities for teachers with AIG Licensure to network with teachers from other schools through conferences and workshops.

F: Hiring a part-time AIG Specialist to be able to effectively handle paperwork, parent communication, and professional development

Sources of Evidence: Revisit budget to structure current classroom teacher allotments to the intended roles

Increase the number of teachers seeking AIG certification

- Professional Growth Plans
- Instructional snapshots, observations
- Professional development rosters
- Presentation/workshop handouts
- Resource lists
- Fidelity checks
- Training/meeting agendas
- List of teachers who have earned AIG credentials
- Registration for gifted conferences/workshops

Standard 5: Partnerships

The LEA ensures on-going and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.

Practice A

Develops partnerships with parents/families that are intentional and meaningful to support the following needs of AIG students:

- * academic and intellectual
- * social and emotional

District Response: --EWA seeks to engage all stakeholders regarding assurance of appropriate gifted service options for gifted learners.

--The AIG School Based Team will:

- hold AIG meetings to educate stakeholders regarding system's AIG policies and programs
- provide training for teachers, administrators, and counselors on the unique needs of gifted, and
- update the website to include information explaining appropriate services for the academic/intellectual, and social/ emotional needs of AIG students.

Practice B

Shares with stakeholders, including all students' parents/families, information regarding the local AIG program, the local AIG plan, and other policies relating to gifted education.

District Response:

The AIG School Based Team shares information with all stakeholders regarding the local program, plan, and policies through various media, and face-to-face meetings.

AIG Coordinator present AIG programming information and updates annually.

EWA will hold annual meetings with parents/families regarding services.

The EWA website includes general programming information and a copy of the AIG plan, as well as highlights AIG policies and practices.

Practice C

Establishes and utilizes an advisory group to develop, implement, and monitor the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents and families, AIG teachers, and other instructional and support staff.

District Response: The AIG School Based Team:

- receives input from school and community for Gifted Leadership Advisory Team (GLAT) candidates,
- invites participation of the community and hold meetings every school year to discuss current AIG issues, standards and implementation.

- The GLAT reviews program evaluation results and determines program goals. They provide input and feedback on program processes and procedures.

Practice D

Informs parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language.

District Response: The AIG Program ensures the participation of stakeholders through informational meetings, published articles, and AIG surveys. Gifted personnel work with other personnel to deliver and explain AIG information to interested Spanish-speaking parents/guardians at school meetings and provide written information in Spanish. As requested, personnel will seek translators for other languages to appropriately support all populations.

Practice E

Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and gain support for AIG programs and services.

District Response: East Wake Academy:

- offers AIG meetings to educate all stakeholders regarding the AIG program's policies and information concerning gifted students
- invites participation in the Gifted Leadership Advisory Team to reflect the diversity of AIG parents/families and the community
- makes information available to the public
- works with local industries and business for mentoring programs and certifications
- provides information regarding opportunities with local colleges and universities.

Ideas for Strengthen the Standard: E: The gifted education program will seek more opportunities to engage parents/families within the various components of the school's program.

Develop strategies to improve/increase community connections to gifted education
Provide intentional opportunities for parent involvement

Sources of Evidence: -Brochures

- Gifted Leadership Advisory Team documents
- Website

- AIG meeting documents
- Survey and results
- Identification paperwork

Standard 6: Program Accountability

The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the academic, intellectual, social, and emotional needs of gifted learners.

Practice A

Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. 115C-150.5-.8 {Article 9B}), which has been approved by the local board of education and sent to SBE/DPI for review and comment.

District Response:

Once the school board approves the plan, the principal submits the plan to Department of Public Instruction for comment.

In the development of this local plan, EWA will:

- outline student identification and placement,
- provide differentiated curriculum and instruction,
- describe personnel roles and professional development,
- deliver comprehensive programming within the total school community,
- create partnerships and involve various stakeholders, and
- ensure program accountability.

Practice B

Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.

District Response: Currently, EWA monitors the implementation of the program using the following methods:

- Placement fidelity checks
- Parent, teacher, student and administrator surveys
- Meetings/visits with classroom teachers
- Gifted Leadership Advisory Team meetings
- Review of available data

Practice C

Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the local AIG plan in accordance with state policy.

District Response: The budget allocates for AIG testing materials and scoring, curricula resources, and professional development for advanced learning staff, and professional development for appropriate resource implementation.

Practice D

Maintains, analyzes, and shares student achievement, student growth, and annual drop-out data for AIG students.

District Response: EWA maintains, analyzes, and shares information about student achievement and growth data. Each administrator presents school, grade, and subject data to the PLCs, and teachers receive their personal data for previous students and projected data for current students.

Practice E

Monitors the representation, performance, and retention of under-represented populations in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

District Response: EWA monitors various subgroups represented within the gifted education program. The AIG School Based Team records provide documentation of the inclusion of special populations in screening, nomination, referral, and placement procedures. In addition, the system's structures include higher performing students in advanced content grouping/courses in order to nurture potential of all populations. Through such inclusive programming, diverse populations have access to advanced content including culturally/ethnically diverse, economically disadvantaged, EL, and twice-exceptional students

Practice F

Maintains current data regarding the credentials of personnel serving AIG students.

District Response:

The AIG Coordinator maintains a database of all teachers who have "AIG Credentials" which includes AIG licensure, previous AIG endorsement, Advanced Placement certification, or previous honors credentials.

Practice G

Elicits regular feedback from students, parents/families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.

District Response:

EWA elicits and utilizes feedback from students, parents/families, teachers, and other stakeholders to evaluate and revise AIG programming. The Gifted Leadership Advisory Team revises the surveys annually to reflect the program goals and objectives.

Practice H

Utilizes multiple sources of data to review and revise the local AIG program and plan during comprehensive program evaluation.

District Response:

Sources of data include the following:

- Annual surveys for parents, teachers, students, and administrators
- Achievement data from EOG and EOC courses
- Benchmark assessment data
- Headcount data
- Feedback from Gifted Leadership Advisory Team

Practice I

Disseminates all data from evaluation of the local AIG program to the public.

District Response:

EWA currently shares data from the program evaluation to the Gifted Leadership Advisory Team and the school board.

Practice J

Safeguards the rights of all AIG students and their parents and families through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

District Response: EWA has developed policies, procedures, and practices using both quantitative and qualitative data to ensure protection of the rights of all AIG students. A parent/guardian signs as acknowledgement of receipt of the parents' rights document and personnel file signed documentation in the AIG records.

All academically or intellectually gifted students must be provided a free appropriate public education. Differentiated services will be provided for the academically or intellectually gifted student (1) at no expense to the parent/guardian, (2) according to the guidelines of EWA's Academically and intellectually Gifted Program, and (3) according to the student's Differentiated Education Plan (DEP).

Nomination: When any person thinks that a child is academically or intellectually gifted and may need differentiated educational services, that person should inform school personnel in writing the reasons for nominating the child and complete the appropriate student checklist as requested. The nomination should include information about the student's characteristics and strengths that require differentiated services.

Screening and Evaluation: screening process must be followed: 1. A School Based Team must review nominations and based on need, make recommendations for referral for further evaluation. 2. The parent/guardian must give written consent before any individual evaluation may be administered. 3. Student eligibility for differentiated services will be determined by a School Based Team trained to make appropriate recommendations for an individual student. Parent/Guardian receives a written copy of the team decision. The parent/guardian has the right to ask to meet with the School Based Team to review the decision. In order for the school to provide formal gifted services, a parent/guardian must provide written consent. If the parent/guardian does not agree with the system's decision concerning eligibility, he/she has the right to submit results of an independent educational and intellectual evaluation. The evaluation must be administered by a qualified examiner who is not employed by the education agency responsible for the student's education. Measures of intellectual aptitude and achievement are two of the formal criteria considered in determining eligibility, and additional measures do not necessarily guarantee placement in the Academically or Intellectually Gifted Program, although those results will be considered. EWA DOES NOT PAY FOR INDEPENDENT EDUCATIONAL OR INTELLECTUAL EVALUATIONS. For students identified as academically or intellectually gifted, a Differentiated Education Plan or program must be written. Such a plan will include student strengths and the options considered by the School Based Team as appropriate to meet the student's educational needs. Placement is the end result of referral, evaluation, consideration of all criteria involved in giftedness, and the development of the DEP. EWA must ensure that placement is based on multiple indicators of giftedness and that options chosen are based on the needs of the student.

Ideas for Strengthen the Standard: E: The AIG School Based Team must develop procedures to monitor the representation and performance of highly gifted populations.

F: Annual monitoring of the credentials of high school honors teachers for possible inclusion in appropriate professional development.

H: EWA needs to receive feedback on a more consistent basis and desires to better analyze and reshape the program based on the data received.

Address concerns from other standards which directly impact this standard

Sources of Evidence: Documentation of board approval

State feedback

Fidelity checks

Survey documentation (letters, links)

Survey results

Gifted Leadership Team Advisory meeting agendas

Glossary (optional):

Appendix (optional):

AIG Board Review.doc (*Local Board Approval Document*)